Workforce Innovation and Opportunity Act (WIOA)
Title II – Adult Education and Family Literacy Act (AEFLA)

Request for Applications (RFA) Questions

New Questions (3/27/17)

1. Do we need to send a hardcopy of the grant application in addition to submitting it via email to adulted@michigan.gov?

   Response: No, a hard copy of the application does not need to be submitted.

2. What grants are Michigan Department of Corrections eligible to apply for under WIOA, Title II?

   Response: The Michigan Department of Corrections is eligible to apply for Institutional funds and Integrated English Literacy and Civics Education (IELCE). Interested applicants are encouraged to review the allowable activities under each funding source and apply for the grant(s) that support the agency's current and/or proposed activities.

3. Is TIA going to provide more directions for the Institutional grant application?

   Response: The Guidance and Instructions document that was released with the applications applies to all three (3) applications.

4. Can a school district who at one time had Section 107 funding but joined a school district consortium apply for Sec 107 funding for 2017-2018? If so, then can that district now apply for WIOA funding for the 2017-18 school year assuming that they will receive Section 107 funding to which the WIOA funding, if allocated, would be supplemental?

   Response: State School Aid, Section 107 and WIOA Title II are separate application processes. The regional fiscal agents for Section 107 determine the Section 107 providers within that region. An entity is not required to be a recipient of Section 107 funding in order to apply for AEFLA funding. However, the applicant must have other local or state funding currently supporting the program since the AEFLA funds are supplemental funds and cannot be the only funding source supporting the program.

5. Can an entity applying to become a provider write into the narrative a current partner agency? Would they be written into the narrative as a contractual service?

   Response: Yes, an applicant may include partners in the application and the partnership would be included in the applicable sections of the narrative. The partner may or may not receive

funding in exchange for the services provided. If AEFLA funds will be given to the partner, it should be clearly identified in the budget as a purchased service and there should be contract or MOU in place.

6. If we applied in partnership with another entity, would our low performance numbers put our partner agency's application in jeopardy?

   Response: If an agency is included in an application as a partner, the performance data for that entity is not separated from the applicant's performance data. The performance data is evaluated at the provider level. Each provider should be partnering with entities that will enhance participant achievement and lead to better overall performance, but the performance of individual partner's is not separated for reporting purposes.

7. If we answered "Yes" to Question 5, do we answer both 5a and 5b?

   Response: No, applicants do not respond to both 5a and 5b. As stated in the application, if "yes" then respond to 5a; if "no" then skip to 5b.

8. Please provide directions for MDOC on Question 9, specifically the reference to the local plan under Section 108, for the Institutional application.

   Response: Since Michigan Department of Corrections (MDOC) provides services statewide, MDOC should refer to the needs identified at the state level in the Unified State Plan rather than the local plans required under Section 108 of WIOA.

9. Can GED Ready and other high school equivalency readiness assessments be paid for with AEFLA funds?

   Response: If the high school equivalency readiness tests are given to participants for instructional purposes, such as evaluating instruction or determining instruction needed, then the tests are allowable under AEFLA. If the tests are administered strictly as preparation for the actual high school equivalency test, then it is not allowable under AEFLA.

Updated Questions (3/20/17)

10. Would a literacy council be better to be included as a partner with an applicant or apply separately?

    Response: That is a local decision. TIA will be reviewing each application to ensure all providers meet the eligibility criteria, including demonstrated effectiveness, but it is up to each organization to determine if they would prefer to apply separately or in partnership with another entity. Applicants cannot be providers in multiple applications, but an entity can be included as

a partner or purchased service in multiple applications. For example, if a literacy council applies as a provider in one consortium or applies independently, that literacy council cannot be included as a provider or purchased service in another application. A literacy council can be included as a purchased service and partner with multiple school districts in the region.

11. If a non-profit is a third-party contractor providing adult education under contract through a school district using Section 107 state funds, are they an eligible provider under WIOA?

    Response: All applicants must meet the provider eligibility, including demonstrated past effectiveness. They are not required to have been a direct recipient of AEFLA funds in the past and may have previously been a contracted provider or consortium member.

12. On the Organization Profile, it asks for County Service Areas. What should I write?

    Response: The County Service Area field is to determine the counties that the applicant will be providing services. Please use the boxes to list the counties that services will be provided. Additional boxes may be added as needed.

13. Should we be applying for AEFLA funds under the prosperity regions or Michigan Works! Regions?

    Response: In the application, all applicants must identify both the prosperity region (Organization Profile section) and list the Michigan Works! Agency in the applicant's service area (Workforce Development System Integration section). The AEFLA funds will be awarded to the selected applicants directly from TIA.

14. Our intermediate school district is currently providing adult education services with another funding source. Does that make them an eligible applicant under AEFLA?

    Response: An applicant did not have to receive AEFLA funding in the past but must meet the eligibility criteria, including demonstrated effectiveness in providing adult education and literacy activities to eligible individuals. The services previously provided by the applicant must meet the definition of adult education and literacy activities as defined under Section 203(2). Career and technical education is not an adult education and literacy activity under AEFLA.

15. What is the difference between a partner and an applicant? Can a partner receive funding from the applicant?

    Response: The applicant is the entity applying for AEFLA funding and is a direct provider of services. A partner is an entity or organization with which the applicant has established a relationship to enhance current services or offer additional services to participants. For example, the adult education provider may partner with a local bank to provide financial literacy classes or a community-based organization that can provide child care assistance to the adult education participants. The partner may or may not receive funding in exchange for the services

provided. If AEFLA funds will be given to the partner, it should be clearly identified in the budget as a purchased service and there should be contract or MOU in place.

16. We would like to partner with another local non-profit that helps refugees earn high school diplomas through an online program. How do we write in that partnership? Can AEFLA funding be used to help with program fees?

    Response: The online high school completion program must be recognized by the Michigan Department of Education. The partnership would be included in the applicable sections of the narrative and specified in the budget. The budget line items should clearly identify what costs the program fees are being used to support (e.g., staff salaries or instructional materials). Local providers charging tuition or fees to participants must use the generated program income for allowable costs under AEFLA. Refer to the Program Income section of the Guidance and Instructions document for more information.

17. Is childcare allowable under AEFLA?

    Response: AEFLA funds are to support adult education and literacy activities and should primarily be used to cover instructional costs. The funds can be used to eliminate barriers that are preventing participants from attending the program; however, it is the intent under WIOA that collaboration among core partners and other community programs is utilized for supportive services and program funds are only used if no other funding is available.

18. Can we focus our services for people who came to the USA as refugees or do we need to provide services to anyone in the Lansing area?

    Response: In the Program Design and Scope of Work sections of the application, the applicant is required to identify how the adult education and literacy services have been designed to meet local need as identified in the local plan. It is a local determination as to the services that are offered. TIA will be reviewing the applications for alignment with the local plan, as well as ensuring there are comprehensive services available for participants in all areas of the state.

19. For the performance data on page 5 and 6, should we use data on all enrolled participants or those that were pre and post-tested?

    Response: The performance data provided should represent all participants with 12 or more hours, and should <u>not</u> be limited to only those that were pre and post-tested.

20. For the Outcome Measures chart on page 6, do we use the weighted or unweighted totals from NRS Table 5?

    Response: For applicants that are previous AEFLA providers and are using the NRS Tables from MAERS to complete the past performance tables, the weighted totals on NRS Table 5 should be used. The unweighted totals represent the participants that responded to the survey, and the weighted totals applies the survey sample to the total in the cohort.

21. For the Institutional Grant, Question 6 asks for my program's 2015-2016 performance data and outcome measures, but NRS Table 10 in MAERS combines all educational functioning levels into one for institutional programs. Do I use this combined total, or repeat the breakdown provided in the General Instruction application?

    Response: The performance data provided in Question 6 in the Institutional application should reflect the past performance of all participants served. This is the same for all 3 applications, as the data provided is used to determine if the applicant has demonstrated effectiveness in providing adult education and literacy activities. In the Grants Management section of the Institutional application, Question 37 pertains to the outcome measures for Correctional Education. Prior data should be included in this response to address past effectiveness serving incarcerated individuals and those in a correctional facility. In MAERS, the Performance Benchmark Report can be run by funding source (i.e., Institutional funding) to show performance by each educational functioning level.

22. If a provider offers services in a correctional facility outside of our region, can we continue to do so under WIOA Institutional funding or do we need to stay within our own region for services?

    Response: No, providers cannot provide services outside of their prosperity region with General Instruction, Institutional, or IELCE funding.

23. If the Office of Adult Education is encouraging regional collaboration in Section 107 (state funding), why is collaboration not encouraged for the WIOA grants?

    Response: Collaboration among core programs is critical and essential to implementing WIOA at the federal, state, and local levels. Collaboration among partners is referenced throughout the applications, including a designated section titled Collaborative Partners. The AEFLA funds will not be awarded to one fiscal agent per prosperity region as the state funds are allocated, but providers are eligible to apply independently or as a consortium.

24. Will all approved providers be able to have their own MEGS+ login, even if they are not a local school district?

    Response: Yes, all **approved** providers will need access to MEGS+ and TIA will provide guidance to new entities upon approval. MEGS+ access is not limited to local education agencies or school districts, as many current AEFLA providers are not school districts and have MEGS+ access.

(All questions and responses below were originally posted on 3/15/17 and have not been updated)

Accessing and Submitting Application

25. Since our adult literacy program is new, we don't have access to MEGS or to MAERS. Where can I find the online application?

    Response: The applications, Guidance and Instruction, and assurances and certifications are available on the Office of Adult Education website. Completed applications must be submitted via email to adulted@michigan.gov. Applicants that are selected for funding will then be provided access to the Michigan Electronic Grants System (MEGS+) and the Michigan Adult Education Reporting System (MAERS). Access to these systems is not needed for the application process.

26. Last year we applied for our federal WIOA grants for Adult Education through MEGS+. Is this the same thing or is this something different?

    Response: The Talent Investment Agency is required under WIOA to run a new competition to select providers of adult education and family literacy activities under Title II, Adult Education and Family Literacy Act (AEFLA) for PY 2017-2018. **All applicants**, including providers that were previously funded as well as new applicants, must complete a new application and submit completed applications via email to adulted@michigan.gov by 5:00pm on April 7, 2017 to be considered for funding. Applications may be submitted as a Word document or a PDF.

27. Is it required that there be a single fiscal agent per prosperity region?

    Response: No, it is not a requirement that there is one fiscal agent per prosperity region. TIA will award multiple grant awards per region. The eligible applicants under AEFLA are listed in Section 203(5), and include individual providers or a consortium of eligible providers.

28. How are consortium applications to be submitted, and will each of the providers within a consortium submit a separate application to the fiscal agent? Will the fiscal agent compile and submit all of its providers' applications or consolidate them into a single application?

    Response: A separate application must be completed for the fiscal agent and each of the providers to ensure that all providers meet eligibility requirements. The fiscal agent should submit all of the consortium's applications together in one packet. It may be in the same email, or a series of emails identified as such. For example, "Test Public Schools Application, Email 1 of 3".

29. Could existing applicant providers or consortia be applicants this time?

    Response: Yes, providers that were previously a member of a consortium are eligible to apply directly, as long as the entity meets the eligibility criteria.

30. If a fiscal agent relationship (i.e., consortium) currently exists, is it beneficial to apply as such?

    Response: TIA will be reviewing each application to ensure that all providers meet the eligibility criteria, but it is up to each provider to determine if they prefer to apply independently or as a consortium.

31. To be eligible for IELCE, can you complete the application exclusively or must the General Instruction application also be completed?

    Response: Yes, you can apply for only IELCE and do not need to complete the General Instruction application. Each application is a stand-alone application. Interested applicants are encouraged to review the allowable activities under each funding source, and apply for the grant(s) that supports the agency's current and/or proposed activities.

32. Is the Institutional grant funding (for jails) part of the same application or a separate application?

    Response: Applicants interested in applying for Institutional funds must complete the Institutional application, which is a separate application.

33. If an applicant wants to apply for General Instruction and IELCE, does that require completing two separate applications?

    Response: Yes, applicants must complete a separate application for each funding source being requested – General Instruction, Institutional, and/or Integrated English Literacy and Civics Education (IELCE).

34. We are a literacy center and serve 87% ESL learners. Which of the following two applications for funding available would you advise we select: General Instruction or Integrated English Literacy and Civics Education?

    Response: Each application has specific activities that can be supported with the grant funds. Interested applicants are encouraged to review the allowable activities under each funding source, and apply for the grant that supports the agency's current and/or proposed activities.

35. How are the numbered response boxes to be used? Should all responses be put into list form with descriptions for each listed item or strategy?

    Response: For questions that request information on strategies and the response field has numbered boxes, a box should be used for each strategy. Additional rows can be added as needed.

36. Is there a recommended length for the responses?

    Response: No, there is no required length for the responses. It is recommended that responses are clear, concise and thorough.

37. Will we receive a confirmation of TIA's receipt of application?

    Response: That is a good suggestion. Yes, TIA will respond to all email submissions with a confirmation of receipt.

38. How will you verify that the grants are submitted by 5:00 pm on April 7, 2017?

    Response: TIA will review the time that the applications were submitted to adulted@michigan.gov. Any applications submitted after 5:00pm will not be considered for funding. It is strongly encouraged that applicants do not wait until close to 5:00pm to submit the applications.

39. If you don't apply for IELCE funds this year, can you apply next year?

    Response: No, the second year of the grant cycle will be a continuation grant. Only providers selected for funding in PY 2017-2018 are eligible to be funded in PY 2018-2019.

Provider Eligibility

40. I reviewed the applications for adult education programs, but it appears that you are seeking applicants with prior experience in adult education. Are new providers eligible to submit applications?

    Response: Applicants not previously funded under AEFLA are eligible to apply. WIOA requires that eligible applicants must have demonstrated past effectiveness providing adult education and literacy services to eligible individuals. Therefore, AEFLA funds cannot be used to support start-up programs.

41. What is acceptable as evidence of success for the second question under Demonstrated Effectiveness, as partners have used different measures to show success?

    Response: There is no specific criteria for the narrative questions pertaining to demonstrated effectiveness, and this is subjective to what the applicant defines to be accomplishments of the program.

42. We have been providing adult literacy services since January 2016, therefore we don't have three years of data. Can we still apply?

    Response: The Adult Education and Family Literacy Act (AEFLA) requires that eligible applicants have demonstrated effectiveness delivering adult education and literacy activities to eligible individuals. The federal law does not require three years of data. The state office is requesting multiple years of data in the event a program had unusually low performance in program year 2015-2016, and trends in past performance will be evaluated. Interested applicants are encouraged to apply and provide all participant data available.

43. If you are applying for the IELCE grant do you also need to supply the past data for the ABE education functioning levels that would be related to the Genera Instructional Grant and will the performance in this area effect your score?

    Response: Yes, programs applying for IELCE funds must provide the same performance data as for the other applications because the definition of demonstrated effectiveness applies to all programs funded under AEFLA and literacy is a required component of IELCE. However, applicants are not required to have provided services in all areas in the past, and therefore may not have data for all educational functioning levels.

44. How will the state be evaluating prior performance to determine demonstrated effectiveness?

    Response: The state office is using the federal logic when evaluating performance and has defined low performing as failing to meet at least 50% of the federal performance targets. For example, the overall educational gain target rate was 41% for program year 2015-2016, so programs that did not have 20.5% of participants make an educational gain have not demonstrated effectiveness in providing adult education services. TIA will be reviewing each EFL as well as the overall gain rate when determining past effectiveness, which is a required criteria for the application to be considered for funding but does not ensure approval.

45. Is demonstrated effectiveness based on the average of years or just 2015-2016?

    Response: TIA will be reviewing 2015-2016 performance data for past effectiveness because it is the most recent full year of data available. However, data from prior years and trends in past data will also be taken into consideration.

46. If the 2015-2016 NRS Table 4 for previously funded providers shows a total below 20.5%, should that program not apply?

    Response: TIA is not discouraging any interested applicant from applying for AEFLA funds. TIA is providing guidance on the eligibility criteria and explaining how past performance data will be evaluated to determine demonstrated effectiveness.

47. How is the outcome measure data for employment, attainment of a high school diploma or equivalent, and entry into postsecondary education included in the determination of demonstrated effectiveness?

    Response: The definition of demonstrated effectiveness states it is based on past effectiveness of the eligible provider in improving the literacy of eligible individuals and outcomes for eligible participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. However, TIA did not negotiate targets for these outcome measures under WIOA because achievement of these measures is significantly different than previously defined under the Workforce Investment Act (WIA). There is not a specific target but rather TIA will look at success in achieving those outcomes.

48. How will past performance be scored if the applicant was not a previous provider?

    Response: All applicants must complete each section of the application, including the demonstrated and past effectiveness questions, and the same threshold for demonstrated effectiveness will be applied to previously funded providers and new applicants. The applications will be scored based on all of the information provided, such as summary of accomplishments and/or narrative on the capacity and effectiveness, in addition to the educational gains and outcome data.

49. If the provider has not been previously funded under Title II, how do they need to validate performance data?

    Response: Applicants must be able to validate the data submitted, if requested, which could include running a report from their data system or provide copies of source documents.

50. If an agency's focus has been on the lowest ABE/EFL learner, the most difficult group to improve entire EFL's, thus EFL benchmarks were not met, will they still be considered as viable WIOA, Title II applicants?

    Response: The state office will evaluate the performance data not solely on the percentages achieved but also taking into consideration the population served, trends in prior years' data, and participant outcomes.

51. If you were a sub-contracted organization as described in 2(a-k), can you use the data from the previous grant to fill in the performance data or do you want them to describe the services in 5b?

    Response: Entities that were sub-contractors previously and are new applicants, would respond to Question 5b and also enter performance data in the tables for Question 6.

52. For providers that previously also funded purchased service programs, can we separate the data that represents our local site if those purchased programs will no longer be a purchased service?

    Response: Yes, the data included in the application should only be applicable to the entity that is applying for funding. It should be clearly indicated in the application narrative if the data presented represents changes to previous providers.

53. What is meant by "flow through entity" and "provider of services"?

    Response: A flow through entity is an organization that serves as the fiscal agent but is not a direct service provider and does not offer adult education and literacy services. The U.S. Department of Education (USDOE) has clearly articulated that all AEFLA recipients must be direct service providers, and must have past effectiveness in providing adult education and literacy activities to eligible individuals. Providers may contract or purchase services to supplement the services available, such as contracting with a literacy council to offer tutoring for low level learners.

54. Is there anything needed to verify Provider Eligibility Qualification?

    Response: This information is self-reported but documentation must be available and the state office will notify an applicant if additional information is needed.

Allowable Activities

55. In regards to the Educational Gains by Educational Functioning Level table, why do we have to report gains beyond 9.0 grade when WIOA eligibility goes to 8.9?

    Response: That is <u>not</u> correct that WIOA eligibility does not go beyond grade level 8.9, as it in fact extends to the 12th grade level, equivalent to secondary education.
    AEFLA funds are to provide academic instruction and education services below the postsecondary level. An eligible individual is defined as an individual that is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner (Section 203(4)). Services that can be provided under AEFLA include adult basic education (ABE) for individuals functioning below the 9th grade level, and adult secondary education (ASE) for individuals functioning between grade level 9.0 and 11.9.

56. Are participants that come in with a high school diploma, high school equivalency, or college eligible for services?

    Response: Yes, individuals that come into the adult education program with a high school diploma or equivalent, or even college degrees, may be eligible for English as a Second

Language (ESL) or for ABE/ASE if the individual tests below the 12th grade level on a state-approved assessment test.

57. Do all employees have to be employed by the fiscal agent, or can we contract with EDU staff?

    Response: All employees are not required to be on the payroll of the fiscal agent but the fiscal agent and/or provider must maintain oversight to ensure that all employees or contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Providers may contract elements of the program through a staffing agency.

58. If we provide adult basic education (ABE), adult secondary education (ASE), high school completion (HSC) and high school equivalency (HSE) services at the local probation center, would we apply for the Institutional grant?

    Response: Yes, any services provided at a correctional facility can only be supported with Institutional funds under Section 225 of AEFLA, and not with General Instruction funds.

59. Can WIOA Institutional funds be used at county jails?

    Response: Yes, Institutional funds can be used at county jails. Institutional funds can be used to support adult education and literacy activities within a correctional facility. General Instruction funding cannot be used to support adult education and literacy activities within correctional facilities.

60. Can citizenship classes be offered with these funds, beyond the civics education, to actually prepare them for the testing?

    Response: Yes, citizenship classes are allowable within the Integrated English Literacy and Civics Education (IELCE) services and/or program.

61. Can IELCE grant funds pay for English Language Proficiency Tests like MELAB or TOEFL?

    Response: No, AEFLA funds cannot pay for English Language Proficiency Tests, such as TOEFL or MELAB.

62. To clarify, AEFLA funds cannot be used to purchase high school equivalency testing vouchers, provide transportation or supplement the student's involvement in any form?

    Response: AEFLA funds cannot be used to support high school equivalency testing, including testing administration or test vouchers. Stipends or financial incentives for participants are not allowable under AEFLA. AEFLA funds can be used to support transportation costs to eliminate participant barriers to attending the adult education program, but AEFLA funds cannot be used

for transportation costs if offered as an incentive for attendance, performance or marketing. It the expectation of TIA that providers coordinate with other federal, state, and or other local entities for support services, such as transportation and child care.

Program Design

63. Can you clarify the differences between English Language Acquisition (ELA) and English as a Second Language (ESL)?

    Response: English language programs are defined under WIOA as ELA, however, USDOE clarified in the final regulations that states can continue to refer to the program as ESL as long as they meet the program requirements under the law.

64. Can you define the integrated education and training program category and workplace preparation activities?

    Response: The definitions of **integrated education and training** and **workforce preparation activities** can be found in Section VII – Important WIOA-AEFLA Definitions of the Guidance and Instructions document.

65. Where can you find the College and Career Readiness Standards that apply to the grant?

    Response: The College and Career Readiness Standards can be found on the Office of Adult Education website under the Resources section.

66. Is the workforce training program required to lead to a certification?

    Response: Yes, the training component of an integrated education and training (IET) program must lead to at least one postsecondary credential that aligns to the skill needs of industries in the state or regional economy.

67. If you are not planning on delivering IELCE services with the General Instruction grant, will it decrease your score?

    Response: Integrated English Literacy and Civics Education services are one of eight allowable activities under the General Instruction grant, but it is not required. The state is seeking agencies that are offering comprehensive services to adult learners and will take into consideration the services offered overall within the region.

68. Under Program Design, Question #10 asks to "Describe the demonstrated need in the local area for English Language acquisition and civics education programs." If our program is not providing direct programming to address these two areas, can we simply say "N/A"?

Response: Yes, responding "N/A" is acceptable.

69. We are the agency providing the primary instruction. Is it allowable to enter a third party agreement with a one-stop to provide a career coach?

    Response: Yes, this would be allowable and collaboration between core partners is encouraged.

70. What qualifies as a postsecondary credential, and where can you find a list of the recognized postsecondary credentials related to the career pathways?

    Response: Under WIOA, the term recognized postsecondary credential means a credential consisting of an industry-recognized certificate, a certificate of completion of an apprenticeship, a license recognized by the state or federal government, or an associate or baccalaureate degree. There is not a statewide list of all of the existing recognized postsecondary credentials.

71. Will WorkKeys and NCRC certifications count toward industry recognized credentialing?

    Response: No, the U.S. Department of Labor has clarified that Work Keys National Career Readiness Certifications (NCRS) are not considered an industry-recognized credential.

72. For IET programs, can AEFLA funds cover the cost of certificates, such as Microsoft or CNA?

    Response: AEFLA funds under Section 243 can support the training costs of the integrated education and training program; however, given the limited funding available under AEFLA, it is the expectation of TIA that other sources of funding will be utilized to cover the cost of training. Costs associated with certifications or postsecondary credentials are not allowable under AEFLA.

Workforce Development System Integration

73. Is it a requirement that 5% of the grant award must go to the local one-stop?

    Response: No, 5% of the grant award is not required to be paid to the one-stop. Each provider funded under AEFLA is a required one-stop partner and must contribute to infrastructure costs. These contributions may be cash, in-kind, or third party contributions. Each partner's contributions may vary as they are based on the proportional use and relative benefit received by each program. Infrastructure costs are administrative costs and would fall under the 5% administrative cost limit.

74. Page 9 of the application references needs of the local plan (required under WIOA Section 108). The understanding is that the Workforce Development Board establishes or established a local plan. Where can applicants obtain that information or plan?

Response: Applicants must contact the local workforce development board for access to or a copy of the local plan.

75. What do I do if my local workforce board does not have a plan?

   Response: All of the workforce development boards have submitted a local plan to TIA. There are a couple that still have modifications to address, but a plan has been developed for each workforce development area.

76. Who is the workforce development board for Region 10 and/or Detroit?

   Response: There are 4 workforce development boards in Region 10. Refer to the Michigan Works! Association [website](#) for more information on the workforce development boards.

77. How can we access the State of Michigan's Unified State Plan?

   Response: The State of Michigan's Unified State Plan is in the process of being modified and will be posted for public comment shortly. A copy of the approved plan can be provided upon request in the meantime. Please email Erica Luce at LuceE1@michigan.gov to request a copy.

Performance Reporting and Past Effectiveness

78. Please describe the difference in student status. What constitutes if the student is registered, participating, enrolled or reportable. When completing the grant, which category of students should we be reporting?

   Response: A student that is registered is defined as an individual that completed the intake form and has registered for the program. A student that is enrolled is defined as having attended class. The USDOE and National Reporting System regulations define that only participants that have attended 12 or more hours of instruction are counted for performance.

79. On the application, it asks for performance data from 2013 through 2015. Are we to use total numbers served or only those with 12 hours of instruction?

   Response: The performance tables should be completed based on the participant population with 12 hours or more of instruction.

80. Does MAERS exclude participants in reports with less than 12 hours of instruction?

   Response: Participants with one or more hour of instruction must be entered into MAERS, and MAERS will filter out participants with less than 12 hours of instruction when running the NRS

Tables. Many other reports include a filter so the report can be run for all participants or only participants with 12 or more hours of instruction.

81. Who is responsible for entering the data in the MAERS and case management?

    Response: The fiscal agent is responsible for ensuring all grant management and reporting requirements are met. Each consortium can decide who is responsible within the consortium for entering data into MAERS, and it should be spelled out in the MOU. Adult Education providers are not required to enter participant data into case management.

82. Are the educational gains and measurable skill gain performance for all those enrolled or just those that have exited?

    Response: The measurable skill gain performance measure and educational gains applies to all participants active during the program year with 12 or more instructional hours.

83. On the Outcome Measures table, there is no space for retain employment or postsecondary 2nd year. Where do we report information for those measures?

    Response: There is not a separate line for retain employment or participants that enrolled in postsecondary in the second year after exit because these measures have changed under WIOA. Participants that were reported under the retained employment measure can be included in the obtained employment total, and the postsecondary year #2 should be included in the total that enrolled in postsecondary.

84. For target areas with zero enrolled or zero that met performance in that are, can we put "N/A" in all the areas that did not have participants?

    Response: Yes, "N/A" or "0" can be entered if there were not participants in the respective EFL or outcome measure.

85. For the median earnings performance indicator, do earnings need to increase from 2nd quarter?

    Response: No, the state will negotiate a target for median quarterly earnings. For all participants that are employed in the second quarter after exit, the quarterly earnings will be collected and the median value will be reported. TIA will utilize data match with Unemployment Insurance wage records for all participants that provide a valid social security number.

86. What is the effectiveness in serving employers performance measure and how is it documented?

Response: The effectiveness in serving employers performance measure is new for all core programs, and more information will be provided on how this will be measured once available.

87. Does a participant have to post-test if they attain a high school diploma or equivalent?

Response: The TIA Assessment Policy requires all participants to be pre and post-tested. For the measurable skill gain performance measure, a gain can be counted if the participant attains a high school diploma or equivalent, or makes an educational functioning level gain. Only one gain can be reported per participant so if a participant attains a diploma or equivalent but does not make an educational gain on the post-test, the participant would still be counted as having made a measurable skill gain.

88. Is it a requirement that all participants enter into employment or postsecondary education?

Response: It is not required that all participants enter into employment or postsecondary education, as some participants may not have that goal. The state will negotiate performance targets for those outcomes for PY 2018-2019, using the baseline data collected in PY 2016-2017 and PY 2017-2018.

89. Do participants have to be enrolled in WIOA (Adult, Dislocated Worker, or Youth program)?

Response: WIOA encourages co-enrollment of participants when appropriate, but participants are not required to be enrolled in any other program.

90. If not funded for the second year, is follow up still required for performance measurements?

Response: It is the state's expectation that selected applicants will be funded for both years of the grant cycle. In the event that the funding is not awarded in the second year, yes, that grantee must complete all required participant follow up. For individuals with a social security number, the employment outcome data will be collected through data match with Unemployment Insurance wage records.

91. Do we have to track all Performance Measures, even though we only have to report on one?

Response: All performance data required under WIOA must be collected and entered into MAERS. The only performance target that was negotiated with USDOE was for measurable skill gain because that is inclusive of data that was previously collected under the Workforce Investment Act (WIA). The other measures are new for adult education so there was no previous data available to base the targets, so the data collected in PY 2016-2017 and PY 2017-2018 will be used to establish baselines on which to negotiate targets going forward.

92. How long do we have to track the participants?

Response: There are 4 of the 6 performance measures under WIOA that will require follow up on the participant after exiting the program –

- Employed in the 2nd quarter after exit
- Employed in the 4th quarter after exit
- Median earnings (2nd quarter after exit)
- Credential attainment within 1 year after exit

Data match with Unemployment Insurance records will be utilized to collect the employment and earnings data, if the participant discloses their social security number.

93. Will you accept the results of a survey for wage/employment data?

   Response: Yes, manual survey can be used to collect employment and wage data.

94. What other acceptable documentation is required besides a copy of a pay stub for verification of employment?

   Response: Under WIOA Title II, employment is self-reported by the individual or collected via data match. Documentation is not required for verification.

95. When can we expect MAERS updates for WIOA requirements?

   Response: TIA is currently working with the programmers to update MAERS to meet WIOA requirements and changes will be implemented in phases beginning in the Spring of 2017.

96. Can you project how we will handle collecting and sharing data with core partners that will address common performance measures if we don't have mechanism in place?

   Response: The state data systems are being upgraded to ensure compliance with WIOA requirements, which is a time consuming process given the significance of the changes. There are discussions on-going at the state level regarding an integrated data system, but if and when that happens, it will not be in the short-term. In the meantime, programs at the local level can implement data sharing agreements and waivers for individuals to agree to have their information shared between programs. To clarify, WIOA did provide common performance measures for all the core programs, but each program will still negotiate with their federal authorizing agency the specific target for each measure. For example, all programs must report the percentage of participants that exited and were employed in the second quarter after exit, but the target for adult education may be significantly different than the percentage that Title I programs must meet.

Budget

97. There is no grant award amount. How much money can be requested?

    Response: Applicants should complete the budget based on program needs and request accordingly. The state office has not yet received the estimated grant award for program year 2017-2018, so regional allocations cannot yet be done. This information is usually sent by USDOE in early spring.

98. Are we writing the budget for one fiscal year or two?

    Response: The budget request is for one fiscal year.

99. Can you clarify if budgets should be submitted for expanded programming opportunities? If this is done, will partial grants be approved? For example, if I apply for $100,000 could I still be approved for $50,000, or would it be all or nothing?

    Response: Yes, applicants are encouraged to base the grant request on program need and delivery of services under WIOA. Grant awards may be for the full amount requested or partial amount.

100. Does TIA need to see the total program funding in the grant and then a breakdown for Section 107, General Instruction, IELCE and other local contributions, or just individual budgets?

    Response: Each applicant must provide the total local contributions and the breakdown for the grant funds being requested. If approved for funding, then the applicant would provide the breakdown in MEGS+ for the local contributions. The total program funding is not needed.

101. If you have other regional contributions, should you add them to the Local Contributions section and would they be listed under Local Share Supporting Adult Education?

    Response: Yes, any funding that supports the adult education program beyond the grant funds being requested should be included in the Local Contributions section.

102. Does Local Contributions also include non-financial support?

    Response: No, only financial monetary support for program should be included in Local Contributions.

103. Where would in-kind one stop administrative support be indicated on the application?

Response: In-kind contributions to the one-stop system would not be listed in the budget section but should be included in the Workforce Development System Integration section of the narrative.

104.   Are indirect costs allowed, and if so, are these costs included under administrative costs?

Response: Yes, indirect costs are allowed and would be subject to the 5% administrative cost limit.

105.   How does state expect agencies to fund all of these required activities with a 5% administrative cost limit when the 5% is expected to cover: (1) infrastructure costs, (2) administration of program, (3) advertising, and (4) professional development?

Response: The 5% administrative cost limit is a requirement under Section 233(a)(2), and is not a requirement set by the state agency. AEFLA funds are meant to be supplemental funds, and thus other funds that support the program should be used to support administrative activities that exceed the 5% that is allowable under AEFLA.

106.   Previous federal audits on other grants authorized and approved amendments to budgets when 10% over per function code not per line as this states, is this new and a change.

Response: No, this is not new. AEFLA funds have always required approval for any amendments or modifications of 10% or more per budget line item.

107.   Are pre and post-test costs an allowable expense?

Response: Yes, National Reporting System (NRS) and state-approved assessment testing costs are considered a program expense and are allowable.

108.   Under Purchase of Equipment could you clarify if we can acquire software for curriculum, accounting, and computer operating systems? An example would be Microsoft licensing related to the computers used in the grants.

Response: Equipment is defined as tangible personal property having a useful life of more than one year and a per-unit acquisition cost of $5,000 or more. Curriculum and computer operating software would not meet the definition of equipment.

Grant Review and Award Notifications

109.   Who will be reviewing the grant applications this year?

Response:

110. Is there a timeline for the RFA process including RFA due date, award date, and start date?

    Response: The RFA timeline is as follows:

Application Due	**April 7, 2017**
Award Notification	**June 2017**
Program Year Begins	**July 1, 2017**

111. Where is the scoring rubric?

    Response: The scoring rubric is listed on Page 8 of each application.

112. Is there a certain percentage or allocation of total funds that will granted to each Region?

    Response: The regional allocation of AEFLA funds will be based on the following formula:
    - 15% based on the state population of 18 to 24 year olds that are not high school graduates that reside in the region

    - 60% based on the state population age 25 and older that are not high school graduates that reside in the region

    - 25% based on the proportion of state individuals age 18 and older who lack basic English proficiency that reside in the region

113. On page 6 of the Guidance and Instructions, it states, "TIA reserves the right to conduct a subsequent competitive bid process in one or more regions, and to redistribute a portion or all of a region's allocation as appropriate". Is this quarterly or what are the perimeters for this?

    Response: A subsequent competitive bid process would occur in the event that there are no approved applicants in a region and the re-bid process would be once per grant cycle or grant year as applicable. The redistribution of funds would occur if the region's allocation is greater than the funds requested and/or awarded.

114. If each region receives a certain amount of money, who determines funding for agencies within regions?

    Response: The Talent Investment Agency will determine the grant awards for each of the approved applicants.

115. Some districts border with other regions. If students come to our program to receive services from other regions, is that considered out of region?

Response: No, there is not a residential requirement for participants to attend a program so they can enroll at whichever program they chose. The restriction is on the program. Providers can only offer services in the prosperity region in which they are located. For example, a provider that is located in region 7 cannot provide services in region 6 or any other region.

116. How will the low Adult Ed low performing programs be notified that they are low performing?

    Response: All applicants will be notified in June whether their application has been selected or not selected for funding. Those that were not considered for funding will be notified as well at that time.

Other

117. Is the Power Point from the Bidder's Workshop available?

    Response: Yes, the Power Point from the Bidder's Workshop is available on the Office of Adult Education website.

118. Do we need to submit a memorandum of understanding (MOU) or letter of support with the application for partners, or if money is not exchanged?

    Response: If a consortium of providers is applying for AEFLA funds, then an MOU between the fiscal agent and providers must be included in the application. An MOU is required between Title II providers and the Michigan Works! Agency so is not required until the AEFLA funded providers have been selected.

119. What is a DUNS number?

    Response: A DUNS number is a unique, identifying number assigned to each recipient for payment purposes. The number is based on the recipient's assigned number from Dun and Bradstreet

120. "Win the competition" - against whom are we competing?

    Response: WIOA requires the state agency to award multiyear grants through an open competition. Applicants are not competing against anyone per say, but rather applying to be a service provider through a competitive process.

121. Is there a minimum program size to be funded?

    Response: No.

122. Which conference was Mr. Lively referring to? The AE spring conference?

Response: Yes, the information on the Michigan Adult Education and Training Conference (MAETC) was presented at the Bidder's Workshop. Information on MAETC can be found [here](#).

123. Is the State going to provide professional development at a low cost?

Response: The state is required under Section 223 of AEFLA to provide high-quality professional development and technical assistance to all funded programs. TIA makes every effort to offer meaningful and cost-effective professional development opportunities, and only charges a minimal fee if necessary to recover costs.

124. How does TIA differ from WDA?

Response: The Talent Investment Agency (TIA) houses Workforce Development (WD) - formerly Workforce Development Agency or WDA - and Unemployment Insurance. Adult Education is one of the programs administered through TIA, WD.

125. What is the correct department that we as adult leaders deal with?

Response: The Talent Investment Agency is under the Michigan Department of Talent and Economic Development (TED). At the federal level, the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE) is the authorizing agency.